DOCUMENT RESUME

ED 366 924 CS 011 603

AUTHOR Shaughnessy, Michael F.
TITLE SQ 10 R.
PUB DATE [94]
NOTE 4p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Content Area Reading; Higher Education; *Reading Strategies; Study Habits; *Study Skills; Thinking Skills; Undergraduate Students
IDENTIFIERS SQ3R Study Formula

ABSTRACT

While many students have found SQ3R (Survey, Question, Read, Recite, Review) and PQ 4 R (Preview, Question, Read, Reflect, Recite, Review) systems to be helpful, developmental/remedial students may need more assistance than the average freshman. Students who need more help to deal with the massive amounts of reading that needs to be done in college might use the SQ 10 R system: survey, question, read, reflect, review, repeat, rethink, reintegrate, rehash, re-note, rehearse, and re-read. (RS)

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SQ 10 R-

Michael F. Shaughnessy, Eastern New Mexico University,
Psychology Department , Portales, New Mexico

F.P. Robinson (1961) developed SQ3R (Survey, Question, Read, Recite, Review) which was later expanded to PQ 4 R (Preview, Question, Read, Reflect, Recite and Review (Thomas and Robinson, 1972).

Many students have found these systems to be most helpful. Developmental/Remedial students may need more assistance than the average freshman, so the following is offered for those students who just need a bit more help and assistance dealing with the massive amounts of reading that needs to be done in college.

SURVEY- The material that you are going to read- Look over the chapter, look at the pictures, the charts, the headings and the graphs ! Allow about 5 minutes to skim the entire chapter

QUESTION- Yourself as to the importance of the material- Why should I learn this material?

Look for questions in the beginning of the chapter as well as throughout the chapter. Try to keep them in mind as you read thru the chapter.

READ- the assigned material. Read from left to right-Do not jump back. Do not move your lips when you read (If you do, consult with a reading specialist !) Use a book mark to keep your place. Underline if you find that helpful. Highlight if you think that beneficial! Be consistent !

REFLECT- on what you have read- think about it- ponder about it! Before you go to sleep at night, reflect on the important topics !

REVIEW- the MAIN KEY TERMS, PEOPLE AND THEORIES. Review the material in heavy black letters.

REPEAT- the process as you walk to your next class, your car and in your home environment. Continue to use time wisely- while waiting in line in the store, think about the chapter of the week.

RE-THINK- the material from different points of view. What if the South won the Civil War ?

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RE-INTEGRATE-the material you have learned with what you have previously learned. How does it relate to previously learned material ? Does it fit together ? If so, how ?

RE-HASH- the material by discussing it with your classmates. Sometimes students can teach each other better than the professor- Sometimes students can explain better and can help each other better ! Use your classmates and their notes and study for tests with them !

RE-NOTE- by reviewing your notes about the material. Use your notes, your classmates notes and notes on index cards. Re - note the main points. Each chapter should contain about 10 main points- Count them off on each finger on each hand !

REHEARSE- What questions might be asked on a test ! Recite definitions both in the words of the book and in your own words ! Write your own test questions and answer them to make sure that you have learned the material.

RE-READ- Reread the summary at the end of the chapter. Re-read the first and last sentence in each and every paragraph. Typically, the most important material is in the first and last sentence, and the rest is just " filler " or elaboarative material.

Is all of the above a lot of work ? Definitely, yes ! However, some students are ill prepared for college work and some need more assistance than others. For the below average college student with a poor reading rate and poor comprehension, the above may help them cope with the large amount of reading that has to be done in a typical semester.

References

Robinson, F.P. (1961) Effective study. New York : Harper and Row.

Thomas E.L. & Robinson H.A. (1972) Improving reading in every class : A Sourcebook for teachers. Boston : Allyn & Bacon